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ABSTRACT

This report summarizes the pattern of employment in education for women and minorities from colonial times to the present. Initially, women taught basic skills to young children, and men taught in secondary schools, academies, and colleges. By the 1900s, administration was seen as separate from teaching. Women were seen as better at understanding children, and men were seen as leaders. Women currently compose nearly 42 percent of K-8 principalships, and they occupied 20 percent of superintendencies as of 1994. The minority composition of administrators has only been tracked since 1960. In 1993, 16 percent of administrators were minorities, with 4.1 percent identified as Hispanic. Research on female Hispanic administrators has been limited to California and the Northwest. One possible barrier to potential minority administrators may be the informal selecting of proteges for mentorship by practicing administrators, who statistically are more likely to be male and not members of a minority. These administrators may tend to choose a protege of the same gender or ethnicity. (RKJ)

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A Meta-Analysis of Research: Hispanic Women In Leadership

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A Meta-Analysis of Research: Hispanic Women In Leadership

From the beginning of American history to the end of the eighteenth century, teaching was a man's domain. In Colonial America, men held the most important teaching positions. When women were allowed to teach, they generally taught in Dame Schools, teaching basic skills to young children. The Dame Schools were considered less important than secondary schools, academies, and colleges where male teachers taught (Campbell, 1984, Shakeshaft, 1989). In early American history, male teachers were considered permanent employees. Women were considered transients, because, they were expected to leave teaching after marriage (Ginn, 1989).

Educational institutions adopted scientific management theories in the early twentieth century. Teaching was separated from administration (Patterson, 1994). Men were considered more suited for educational administration and women were considered more suited to teaching. The belief that women had a better understanding of children and could be easily lead by men in management spurred the conversion of teaching as a male domain to a female domain (Campbell, 1984).

National statistics compiled in 1870 revealed that 30% of the teaching force was female; 70% was male. In 1900, 70% of the teaching force was female; 30% was male. In 1920, the number of women in the teaching force peaked at 86%.

During World War II, 40% of the principals in the nation were female (Campbell (1984). When American soldiers returned from war, women in principalships decreased (Campbell, 1984). In 1984-1985, approximately 25% of the 26,584

elementary principals and 8% of the 14,224 secondary principals in the Nation were women (Rodman, 1987). Presently, national trends show that white males continue to hold the majority of public school administrative positions, while females continue to hold the majority, 73%, of teaching positions (Educational Research Service, National Association of Secondary Principals, & National Association of Elementary Principals, 1998; Patterson, 1994).

Women and School Leadership

One hundred years of American history reveals that men continue to hold the majority of administration positions and women continue to teach (Feldman, Jorgensen, & Poling, 1988; Housen, 1995;Shakeshaft, 1987). In schools where the teaching staff is mainly female and the administration is mainly white males, a strong message is being sent to young people; females are teachers and males are administrators (Nieto, 1996; Sanders, 1999). There is no easy way to measure the connection between self-image and the availability or lack of availability of female role models (Lewis, 1999, 2000; Nieto, 1996).

Women in School Leadership

In the 1970's, the National Center for Educational Statistics (1997) began collecting data on gender in the principalship. The percentage of female principals rose from 24.6% to 34.5% between 1987-1988 and 1993-1994. The percent of females within new principal ranks rose from 41.2% in 1987-88 to 48.1% in 1993-1994. Women now occupy nearly 42% of K-8 school principalships (Doud & Keller, 1998).

While gains have been made in the number of women occupying principalships, little progress has been made in the number of women in the superintendency. Women superintendents represented 0.6 percent of the U. S. superintendencies in 1971 and 1.0 percent in 1980. The largest increase in numbers occurred between 1988 and 1990 when the increase jumped 2.3 percentage points (Montenegro, 1993). Today, women represent approximately 20% of the superintendencies in the Nation (Chase and Bell, 1994). Although women statistically have more education and usually more classroom time than men, women have difficulty moving out of teaching and into administration (Funk, 1986; Holloway, 1998; Lee, 1996; McGrath, 1992). In most states, males continue to dominate the superintendency (Holloway, 1998; Oritz, 1982; Ryder, 1994; Siegel, 1999; Valverde, 1980).

Hispanic Women in School Leadership

There is little or no national data on minority administrators before 1960, women or men. Few research reports are available on Hispanic female administrators. Research studies that do exist are mainly about Hispanic female leaders in California and the Northwest. More research is needed (Mendoza-Morse, 1997).

During the 1950's and 1960's, many schools were consolidated for economic reasons or to foster desegregation. Principals of minority schools were often displaced, demoted or given positions of less importance (Rodman, 1987). Between 1987-1988 and 1993-1994, the number of minority administrators increased from 13% to 16%. The Hispanic representation was 4.1. In 1998, 4.5% of the principals in the

nation were Hispanic (Educational Research Service, National Association of Secondary Principals, & National Association of Elementary Principals, 1998).

In a study of career paths of six Hispanic female school administrators, Byrd (1999) found that the Hispanic females enter teaching most often as bilingual teachers. From bilingual teacher, career paths proceed to bilingual teacher resource positions and then to district administration, before becoming assistant principals. Hispanic females return to the district level as directors before advancing to the assistant superintendency.

Byrd (1999), Carr, (1995) and Galloway, (1986) in studies of female administrators found that Hispanic women are most often placed in elementary principalships with high concentrations of Hispanic students and are viewed as less important than other principals, as a result of the lower status conferred upon minority schools as a class. Such schools are poorly maintained, serve hard to teach students, are staffed by minority teachers, beginning teachers and other teachers who are unable to move to better schools (Gorena, 1996; Ortiz, 1982; Rodman, 1987). Very few attain Hispanic females have opportunities in secondary administration (Byrd, 1999; Carr, 1995, & Galloway, 1986).

Racial minorities increased in the superintendency from 3.1% in 1987-89 to 3.4% in 1989-1990, less than ½%. Minorities held 15% of the assistant superintendencies for the 10 years between the surveys. In 1993, racial minorities held

3.5% of the superintendencies in the Nation an increase of 2% since 1982. Statistics on female minority participation, specifically, is unavailable (Montenegro, 1993).

Socialization

The proper socialization processes for aspiring administrators begins during the period of teaching. Principals and other administrators provide the latitude for aspiring candidates to progress. The socialization process for race and ethnic minorities initially breaks down in the preparation for the principalship (Ortiz, 1982; Valverde 1980).

Barriers to School Leadership for Women and Minorities

An investigative study of Hispanic women in leadership revealed a number of barriers to advancement.

- The identification process for advancement is a barrier to advancement (Mendez-Morse, 1997). Through an informal sponsorship system, practicing administrators pick out district teachers or low-level administrators that they believe have leadership potential, establishing a type of mentor-protégé relationship with them and guide them along the path toward promotion. Sponsors tend to mentor people like themselves. Because most administrators are white males, white males are most often picked as protégés rather than women and minorities (Hardy & Waldo, 1983; Marshall, 1985; Rodman, 1987; Shakeshaft, 1987; Housen, 1995; Schneider, 1991).

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